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INDIAN ADULT EDUCATION ASSOCIATION

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Training in Social Education

BY

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TO

Workers in the Field

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FOREWORD

"Social Education" as a term is new. But the idea behind it is as old as man. The details of its content have changed from time to time. In the nearly self-contained small rural community of distant past, life was simple. The content of Social Education too was simple. It was easily imbibed by individuals informally, in the very process of living in the community.

But today all those conditions are gone. The content of education has grown enormously in size and variety. The massing of population in cities has deprived the city-community of the intimate neighbourhood-effect necessary for social education being informal. It has also deprived the depleted village community of enlightened men with drive and creative ability. Therefore informal life in society fails to be a sufficient means of Social Education.

The introduction of formal organisation for Social Education has become necessary. At the same time the formal element cannot, without defeating the purpose, emulate the formal school. Members of a social education group should have nearly all the characteristics of the members of an informal community. At the same time they are in need of guidance and help.

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This difference calls for a corresponding difference between the training of social education workers and

school teachers. Organisational method has to be different. The extent and the depth of the range of knowledge to be covered have to be equally different. Moreover they have to vary considerably from one community centre to another. The reading materials for class room work and for follow-up work have to be composed on different principles. The difference becomes greatest in the technique of teaching.

To elucidate this difference the Indian Adult Education Association has been adopting different methods. One of the methods is that of the National Seminar. It has already held seminars to bring out the special features in the Organisation of Social Education and in Social Education Literature. This year, the attention is being turned on the Training of Social Education Workers.

Shri Meher C. Nanavatty has done a timely service by bringing out this book, *Training in Social Education*. I hope that the issues raised in the book, the syllabus outlined, and the emphasis rightly placed on field work and achievement test will prevent wandering round the subject. It should lead to a helpful focussing of thought.

S. R. Ranganathan.

University of Delhi,
12th October, 1953.

PREFACE

Social Education is the bed-rock of national reconstruction. It is being increasingly recognised as one of the fundamental factors of national planning. If the field of social education has to succeed in playing its role, it has to clarify its objectives, functions and programme. "*Training in Social Education*" is an attempt to help the field in developing suitable training course for its field workers. During the last year, the author was associated with the organisation of a training course. The suggestion to place all the observations made during the training in form of a report before the delegates to the ensuing Third National Seminar on "*Training of Social Education Workers*" has resulted in preparing this brochure.

The concept of Social Education is undergoing a radical change. From literacy to citizenship and to the experience in community living is indeed a rapid change. The modern concept of Social Education places considerable responsibility on the field workers. The field has as yet to evolve a proper system of training its workers; in the absence of which the workers feel inadequate to fulfil their responsibilities. If this effort in drawing attention of the field to the importance of developing systematised training courses results in relieving the anxiety of the field workers, its labour will be amply rewarded.

I am indebted to my colleagues who have helped me to understand the problems of the field. Without their co-operation this pamphlet would not have been possible. My thanks are due to the Indian Adult Education Association for agreeing to publish this brochure, to Dr. S. R. Ranganathan, Vice President, Indian Adult Education Association, for writing the Foreword, to Sardar Sohan Singh, Asst. Educational Adviser, Ministry of Education, Government of India, for placing at my disposal information on the existing resources of training and to my wife whose expert craftmanship and skill in preparing the successive drafts of the manuscript enabled the brochure to complete on schedule.

Delhi, 5—10—1953. MEHER NANAVATTY.

CHAPTER I

HISTORY OF ADULT EDUCATION MOVEMENT IN INDIA

Social Education as education for life in the society is of recent origin. Historically speaking activities of social education were introduced as those of adult education in our country. Even today in most of the places social education is synonymous with adult education. It would be in fitness of events to trace the history of adult education to understand the concept of social education.

History of Adult Education in India.

Up to the end of the World War I, education for adult citizens was confined to few night schools opened by adult education associations in advanced provinces like Bombay and Bengal. They were conducted by teachers of the day schools for an extra allowance. Most of these night schools were attended by adults and children working in factories. In rural areas some of the cooperative societies tried their hand at running the night classes. The Library movement took initiative in introducing adult education at some places. The circulation of low cost newspapers in local languages stimulated the interest of the citizens in the problems of daily life. The system of University extension teachers, which was well established in western countries in early twenties,

did not find much support from the University staff in India. Sporadic attempts were made in some Universities to arrange a few lectures for the local communities. Even where serious attempts were made they did not receive favourable response from the general public.

The first effort at mass education at a State level was made by the Mysore Government. In 1912 Sir M. Visvesaraya, the then Dewan of Mysore made a noble attempt at mass education by opening night schools throughout the State. Nearly six to seven thousand literacy classes flourished in the State. The later history of adult education in India is traced in greater detail in a pamphlet "Teachers Handbook of Social Education" published by the Ministry of Education, Government of India.

The history is divided in four periods, 1918-27, 1927-37, 1937-42 and 1942-47. The first period of 1918-27 was a period of economic depression. Economic struggle of the people resulted in providing more opportunities for education. More night schools were started with the help of school teachers. Various District Boards came forward to help the night schools in rural areas. Government as well as private civic organisations made provision for adult classes where teaching of the three R's, elementary general knowledge and cooperative accounting were imparted. In U. P. the Government offered subsidies to six municipalities to develop a system of night schools for adults.

The second period between 1927-37 was said to be a period of uniform decline in adult education. The economic distress was so acute that the various governments and organisations were forced to cut down expenditure even on education. Adult Education was its first casualty. It must be mentioned that during the first wave of struggle for national independence the attention of the public was drawn to constructive work including adult education. The efforts, however, were not crystallised into a movement.

The third period between 1937-42 saw the advent of popular ministries in the provinces. The adult education movement took new orientation. National leaders like Dr. Syed Mahmud and Sri C. Rajagopalachari associated themselves with the work of running literacy classes for adults in their own provinces. Gradually adult education was accepted as one of the important responsibilities of the State Government. The syllabus of adult education was expanded to include civic education. Posters, publications and educational films were used as media of adult education. More literacy classes, libraries and reading rooms were opened for the general public.

Various Governments introduced schemes of Mass Literacy. They also appointed Advisory Adult Education Boards to help them to extend the programme of adult education. In 1941-42 the Bombay Government started the training of adult education workers at Government Training Institution. This was followed by other States. The teachers training institutes were entrusted with the work of training

adult education workers. Educational institute like Jamia Millia in Delhi started a separate department for adult education. It also opened adult education centres in early forties which were the first of their kind in the country. The seeds for the development of the "Community Centres" were thus laid. The most outstanding development in the field took place in 1938 with the organisation of the Indian Adult Education Association. The adult education movement took a definite form and shape with the establishment of an all India organisation. The objectives of the Indian Adult Education Association were to coordinate the activities of various State organisations and to stimulate the development of the field. It also acted as a clearing house of information at the national level.

The fourth period between 1942-46 registered a set back in all the branches of adult education. During the World War II, the constructive work suffered a set back throughout the country. Most of the Government efforts were geared to war efforts. Although the people of India did not actively associate with these war efforts, they could not save themselves from the effects of the tension of war. To save the rapidly growing decline in the activities of adult education, some of the more thoughtful Governments of the States introduced the compact Area Scheme for concentrated effort to remove illiteracy. During this period various experiments were made in the administrative set up of the activities of adult education. In Bombay, the Bombay City Adult Education Committee was entrusted with the work of organising adult edu-

cation activities in the city with the help of grants from the State Government and cooperation from the general public. In Mysore, a citizens' organisation by the name of Mysore State Adult Education Council was entrusted with the work of organising adult education activities in the State.

The new era between 1947-52 saw the dawn of National Government at the Centre. India achieved her political independence from the foreign fetters. The various State Governments launched extensive programme of adult education in the States. In fact, various States vied with one another in developing schemes of adult education. The Central Government considered it desirable to draw up a general scheme of adult education which could guide the state governments. Accordingly in 1948 the Central Advisory Board of Education set up a committee under the Chairmanship of Shri Mohanlal Saxena to frame a general scheme. This Committee in its report extended the field of adult education from literacy to education for citizenship, health, agriculture and crafts. The importance of audio-visual aids like charts, posters, filmstrips, films and broadcasting was emphasised. On the basis of its recommendation the Central Government prepared a "Guide plan" for promoting "Social Education". The term "Social Education" replaced the term "Adult Education". It must be said in fairness that the programme resulting from the new scheme did not show any understanding of the objectives and functions of social education. At most of the places the activities of literacy were called social educatoni.

The credit for the proper use of the term "Social Education" goes to The Indian Adult Education Association. The Jamia-Millia started their educational centres on those basis; thus paving a way for the development of the field. The Delhi Municipal Committee responded to the inspiration and established in the year 1948 Social Education Department under the guidance of educationists like Dr. Zakir Hussain, late Shri Shafiq-ur-Rehman Kidwai Dr. S. R. Ranganathan, Shri R. M. Chetsingh, and Shri V. S. Mathur. The "Caravan of Knowledge" programme of the Delhi State Education Directorate was a new innovation of Social Education. Various State Governments enlarged its programme of social education to such an extent that at times it became an envy of the other departments. Various experiments at the organisation of the activities of social education were made.

The contribution of the Indian Adult Education Association is known to the workers in the field. Its efforts at organising annual national Seminars on Social Education have produced far reaching results. The report of the First National Seminar in 1951 on "*The Organisation and Techniques for the Liquidation of Illiteracy*" clarified the place of literacy in social education. The report of the Second National Seminar on the "*Organisation of Community Centres*" in 1952 indicates the future development of the field. The report of the third National Seminar on the "*Social Education Literature*" in 1952 is a contribution to the field of education. What the field needs today

is the gathering of experiences and observations of the field workers throughout the country and crystallising them into a common core of social education. This alone can help the field in developing suitable training for its workers.

CHAPTER II

CHANGING CONCEPT OF SOCIAL EDUCATION

A study of the history of Adult Education Movement in India shows that the concept of Social Education has undergone a rapid change. The early efforts at the removal of illiteracy have given way to the education for citizenship. The term Social Education still remains inadequately defined. Various meanings are attributed to it, with the result that the same term is used to mean many and varied objectives, functions and programmes. It is true, that with the widening of frontiers of knowledge, terms like Social Education indicating a field of work, should undergo a change. It is therefore not possible - nor desirable — to give a final definition. However, it is necessary to clarify the term and state its implications so that the worker in the field could be helped to understand his responsibilities.

Nature and Scope of Social Education

Social Education is adult education in its origin. The term adult education implies education for adults mainly those adults who did not have opportunities for education in early days of their lives. Literacy and citizenship form the two fold objective of the adult education. The introduction of the term "Social" in place of "adult" emphasises the process of socialisation with a view to help and guide the citizens to

adjust to the ever changing demands of life. The informal method of learning by doing, suitable for adult participants, makes Social Education an experience in human relationship. The scope of Social Education, thus extends to the three fold aspect of liberal education.

(i) Knowledge of spoken and written language.

(ii) Training in citizenship.

(iii) Satisfactory adjustment to social life.

The use of the informal method of education enhances the scope of work. Experience has shown that adults do not like to learn to read and write for a considerable period. Their span of interest and concentration is limited. With the growing social and economic responsibilities the adult citizens crave for opportunities for relaxation. The programme of social education which does not provide opportunities for relaxation does not have any appeal for adults. It is because of this realisation, that an informal recreative programme of education is utilized in adult education. Recreation forms the major satisfaction for adult participants, education its by-product. Adults however, do like to have opportunities for improving their economic and social status. It is for the field workers to provide suitable opportunities for economic and social welfare through the informal methods of social education.

Social Education and Social Work.

The over-lapping and ill-defined terms of "Social Education" and "Social Work" confuse the general

public. Social Education and Social Work although allied terms, have different roles to play and different objectives to fulfil. Social Education is preventive in nature — like the programme of public health. Social work is both curative and ameliorative. Social Education is an educational programme of social welfare through which individual citizens are provided with the opportunities to acquire knowledge of the social life and social habits with a view to make satisfactory adjustments to the changing demands of life in an industrial civilization. The term "Social Welfare" is used to mean "providing of the means of subsistence, the minimum shelter and clothing, essential medical care and the means of making a living. It usually includes also a wide variety of non-material benefits such as a sense of security, a sense of "belonging", of being a member of a family or a group." * Thus Social welfare programme could be included in the programme of Social Education. It must be stated that this interest of well-being is usually much more a fight against ill-being than it is the promotion of constructive measures positively to further "the sense of justice". Social Education in foreign countries like U.S.A. means education for social action. The scope of Social Education therefore keeps on enlarging with the development of the concept of Social Welfare.

The concept of Social Work has also undergone a change. Popularly speaking social work is any voluntary work which is inspired by the feeling of helping

* Donald S. Howard :— The Common Core of Social Work in Different countries", The Social Welfare Forum, 1951. Published by National Conference of Social Work.

others. Historically speaking social work relates to the work of philanthropy especially in regard to those below or likely to fall below the community standard of well-being, such as the poor, the alien, the neglected, the mal-adjusted, the abnormal. With the widening of the frontiers of social sciences and the development of the understanding of human relationship the term Social Work has come to be defined as "that discipline, distinguished by a characteristic synthesis of philosophy and knowledge, attitudes and skills, whose primary responsibility is to assist entire societies, communities, groups and individuals to attain for themselves the highest possible level of well-being but which, when necessary, is responsible also for supplying (directly or indirectly) the goods and services essential to the welfare of the individual and communities concerned." *

In other words, Social Work invoives methods of helping, rather enabling, individuals, groups and communities to over, come their problems of adjustment to the changing demands of modern life so as to develop self-confidence, self-reliance and cooperative endeavour resulting in the progressive development of the society.

The term social work is also synonymously used with social service and civic responsibilities. Every citizen, by being a member of the community is entrusted with the responsibilities of helping his fellow-citizen

* "Donald S. Howard :— The Common Core of Social Work in Different countries" The Social Welfare Forum, 1951. Published by National Conference for Social Work.

and cooperating with each other for the development of the community. This requires education for citizenship. In performing his duty as a citizen an individual gets an opportunity to perform social service like helping a blind to cross the road or saving people from a house under fire. This does not require technical knowledge. If the same citizen in his effort to do social service tries to cure a child who has formed the habits of truency or stealing, he is likely to feel frustrated in the absence of the required technical knowledge. Training in Social work involves acquiring of the technical knowledge of working with people and helping them to solve their problems of adjustment. With the increasing complication of life in the society, the importance of acquiring technical knowledge could not be over emphasised. Social Work requires besides technical knowledge, "discipline, distinguished by a characteristic synthesis of philosophy and knowledge, attitudes and skills".

With this clarification of various terms it will be easy to determine the objectives, functions and programme of Social Education.

CHAPTER III.

OBJECTIVES, FUNCTIONS AND PROGRAMME of SOCIAL EDUCATION

The objective of Social Education as has been already stated, is, to provide educational facilities to the citizens to develop into socially satisfied, and functionally efficient members of the society.

It has been pointed out, that* "the education of the people is the *sine quanon* of the country's progress. In the present circumstances it is extremely necessary that each individual should try and become his possible best and develop all his capacities. The only sound basis of a democratic order is the enlightened, intelligent and informed public opinion. Without education, however, there are only rumours, gossips, prejudices and superstitions. If we are to build a workable democratic order, in which the will of the majority is to prevail, it is necessary to ensure that, that will is intelligent, enlightened and inspired by benevolent rather than malevolent motives and purposes. An un-educated democracy, swayed by random gusts of fanaticism and prejudices invitingly responsible to the machination of self seeking demagogues, can be even a greater menace to peace, security and happiness than any other form of government. To say so is not to decry democracy but to safeguard

it against the possible corruption of its moral and intellectual talent".*

This approach to education of the people for a democratic society, emphasises the responsibility of providing opportunities to understand the tenants of democracy and adopt them as a way of life. The following five basic tenants of democracy should form the guiding principles of work.

(i) **The Importance of the Individual :** The primacy of the individual means that every human being *per se* has worth ; dignity and importance. He is an end in himself and not a means. This respect for the individual is Democracy's fundamental criteria of a good society which, because of such respect, affirms the ideal of *freedom and equality of opportunity for all, without regard to race, colour or creed.* It acknowledges individual's worth in terms of an individual's difference from others, *i. e.* his uniqueness. It is this value that gives significance to human life.

(ii) **The Democratic Concept of Participation :** Consequent to the emphasis on individual worth is the concept of participation. The individual is considered important enough to have the right to share in the responsibilities of government,

*The preamble presenting the objective of the Social Education Department of the Delhi Municipal Committee.

in selecting leaders, and in the enactment of laws under which he will live. Democracy means government by consent and participation.

(iii) **Responsibility for the Common Welfare :** Democracy, besides conferring rights on individuals, asks that they assume responsibilities as well. For its own preservation, it must develop among citizens a sense of individual responsibility for the common good. It calls for a discipline wherein men will use their freedom not merely to promote their own individual interests, but to safeguard the rights and interests of all. Democracy therefore demands that its citizens give their time, improve their understanding and develop their capacities for the proper discharge of their responsibilities.

(iv) **The Belief in Free Inquiry :** Democracy rests on freedom of inquiry—on the free exercise of intelligence, knowledge and discussion. It has faith in man's ability to arrive at sound decisions through the exchange of ideas in group discussion and through voluntary association. The belief in free inquiry grows out of the democratic conviction that man is a rational being, endowed with creative intelligence and capacity for growth. It

is for practical reasons, therefore, that democracy protects itself by safeguarding for its citizens the *civil liberties of freedom of speech and assembly.*

(v) **Integration :** Encouraging diversity of views, democracy at the same time makes possible their integration towards consensus and unity. Thus democracy discourages uniformity of thought but encourages unity in diversity.*

Education for citizenship, one of the major objectives of the social education, thus assumes a new meaning. It is education for demoratic way of living. It must be stated that democratie way of living should provide equal opportunities to all not only politically but also socially and economically. It is regrettable that some of the exponents of democratic concept of life confine themselves to political equality, at the most social, but feel shy of economic equality. No society could be considered healthy where the difference between the standard of living of the rich and the poor is great. The genuine foundation of a truly democratic society can only be laid firmly on economic equality. Democracy, however underlines at the same time the use of right means for the right end.

Bluementhal, Louis ; Administration of Group Work. Association Press, New York, 1947.

Functions.

In view of the objectives of social education mentioned above, following functions could be profitably adopted at the social education centres.

(i) To provide opportunities for free participation of the members in educational activities of their own liking.

(ii) To understand the felt needs of the members of the community and develop suitable educational programme to meet these needs.

(iii) To survey the socio-economic conditions of the community and develop suitable educational programme for the development of its social welfare.

(iv) To develop public opinion for improving the conditions of the community.

(v) To stimulate interest of the participants in planning and organisation of educational programme in the centre as well as in their localities.

(vi) To enable the participants to develop self-awareness and self confidence so as to acquire capacity to organise the educational programme on their own even after the centre ceases to exist in the given locality.

(vii) To organise recreative educational programme for the participants to provide opportunities for relaxation.

(viii) To provide opportunities for the participants to express their creativity through arts and crafts.

(ix) To run literacy classes for the illiterate adults.

(x) To organise suitable programme of citizenship education.

(xi) To provide educational facilities for improving economic condition of the members of the locality by organising lectures and demonstrations on various occupations.

It is important to note that historically speaking literacy and citizenship training have been emphasised as the primary functions of a social education centre. Experience shows that the adults do not like to confine themselves to the reading of the 3 Rs. They want on the one hand, programme of recreation to relax themselves, on the other, the programme of social and economic betterment. Time has come for the field to reorient its approach and emphasise the programme of recreation and economic welfare. The problem of developing economic welfare is clouded with many difficulties and limitations. The function of the social education centre is to provide opportunities for acquiring knowledge of various occupations, and not to turn the

centre into a workshop. The participants are to be shown the way to develop economic welfare by learning new occupations, by developing efficiency in their own occupations and by learning the method of organising cooperatives. The participants could be even encouraged to form cooperatives and run them on their own. However the centre should not take the responsibility of running a cooperative or a sale depot. The new orientation of developing the education programme of economic welfare will require more money for establishment and equipment and also highly trained workers who could show the educational side of crafts without getting lost in running craft classes and workshops.

Programme.

The programme of social education should suit the objectives and functions of social education. The educational activities should be so organised as to meet the needs of the community. Following activities could be profitably adopted to meet the social and economic conditions of the participants.

1. **Educational Activities.**

   Literacy classes.
   Reading Room and library.
   Wall news sheets commentary.
   Book Reviews.
   Talks.
   Discussions.
   Debates.
   Radio programme.
   Exhibitions.

2. **Cultural Activities.**

Film shows.
Dramas.
Folk songs.
Folk dances.
Mushairas.
Kavi samelans-Poetic symposiums.
Bait Bazi
Priti Bhojan (Community dinners and socials).

3. **Recreational Activities.**

Indoor games.
Outdoor games.
Nature-lore.
- Hiking.
- Camping.
- Cycling.
- Mountaineering.

4. **Vocational Education.**

Study of the economics of vocations.
Demonstration of crafts.
Exhibition of arts and crafts.
Study of the organisation of cooperatives.
etc.

5. **Social Services.**

Civic drives.
Sanitations drives.
Clearance of slums drives.

Adoption of Proper Methods.

It is important to adopt proper methods to carry out the above mentioned programmes. Historically speaking mass approach was originally adopted for mass education. Experience has shown the limitation of the mass approach. The participants do not develop either the sense of satisfaction or the sense of belonging, to educational programmes organised for the masses. Progressive education has shown the importance of small, informal, intimate voluntary groups for the acquisition of knowledge and for the development of personality of the participants. The use of small groups for the organisation of educational programme at the centre has shown that the participants feel the satisfaction of working with the group and expressing their own creativity through the activities of the group. Although the use of small groups do not help the centre to show large figures in the work report, it helps the workers to fulfil the objectives of social education. The technique of working with groups has developed considerably in recent years. Use of the following principles of working with groups will help the worker in developing educational programme and in giving the feeling of satisfaction to all concerned.

(i) **Planned Group Formation.** The group should be formed around common needs of the participants. There must be a commonly agreed plan for the objectives, functions and programme of the group.

This gives incentive to the participants to belong to the group.

(ii) **Continuous Individualization.** Needs of all the participants should be considered by the worker. As the individual participants utilize group experience in a variety of ways to meet their own needs, continuous individualization must be practised by the worker.

(iii) **Guided Group Interaction.** The primary source of energy in the group arises from the interaction or reciprocal responses of the participants. The worker should, therefore, try to influence this interaction by his objective participation.

(iv) **Democratic Participation**. According to the capacity of the group it should be helped to develop its own educational programme.

(v) **Functional Organisation**. The organisation of the group should be functional and flexible. The emphasis on functional leadership performing a given function efficiently must be emphasised. The development of indigenous leaders must be encouraged.

(vi) **Programme Planning**. The programme in which the group engages should begin at the level of the participants' interests,

needs, experience and competence, and should progress with the development of the creativity of the participants. The group should consciously plan to utilize the resources available in the environment to enrich the programme contents. Continuous evaluation of the process and the programme is essential in order to guarantee the greatest possible self-fulfilment for all*.

For the fulfilment of the programme and for the proper working of the group, the responsibility falls on the worker in the initial stage. The responsibilities of the worker are discussed in the next chapter.

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*Trecker, Harleigh, Principles and Practice of Social Group Work. Womans Press, 1948.

CHAPTER IV

ROLE OF THE SOCIAL EDUCATION WORKER

The Social education worker forms the core of work in fulfilling the principles and purpose of social education mentioned in the previous chapters. Social education work is what the worker makes it. The worker is primarily a "helping person", an enabler rather than an enforcer of ideas and opinions. He works *with* the people rather than *for* the people, helping the participants to recognise the importance of social education and work for its realisation. He helps different groups in the centre to set up a democratic organisation to carry through the educational programme. The worker helps the participants to determine suitable resources to meet their educational needs and relate them to the problems of the neighbourhood, the community, the country and the world. He encourages the development of indigenous leaders and helps the individual participants to fulfil the responsibilities of citizenship.

The way in which the worker relates to the participants and gives help to the group and to the individuals is most important. The quality of his help will be determined by his experience, knowledge, skill and his deep interest in people. He brings thought, awareness and insight besides the

material information and encourages the participants to develop their capacity to work together to achieve the educational objectives in socially acceptable forms. The worker should have a considerable knowledge of human behaviour in order to establish a friendly relationship, rather positive relationship, with all the participants. Apart from his ability to work with the group, certain other factors influence the nature of his work. They are, community setting, function and scope of the agency in which he works, and interest, needs, abilities and limitations of the individual members.

As has been already referred, the basic skills of the social education worker are in understanding the objectives and purpose of social education, in adopting the democratic principles, in practising right means for right ends, in establishing purposeful relationship, in analysing the needs of the community and developing suitable educational progamme for the participants, in utilising community resources in evaluating the day to day programme and in dealing with the feeling of the participants individually and in group.

Qualities Essential for a Social Education Worker.

To fulfil these heavy responsibilities and high expectations the social education worker should possess and develop certain qualities.

(i) He should be a man of high principles. The social education worker by the very nature of his responsibilities is a giver

of values. He is an enabler and not a manipulator. He must be a man of means and ends and should not give up his fundamental principles to achieve ends.

(ii) He must have an implicit faith in the democratic way of life, its principles and methods.

It has been observed that the worker who gives lip sympathy to the democratic principles fails to abide by them in action. If the centre committee, composed of the elected representatives of the various groups in the centre does not agree with the views of the worker he at times, even dissolves this elected committee just because it is not confirming to his wishes. This indeed is a very dangerous trend and deserves our serious consideration. Fundamental principles of life are to be developed as part of the conditioning throughout our childhood, youth and adulthood.

(iii) He should be able to develop positive relationship with all the participants of the centre without making favourites. He should be able to control his likes and dislikes in developing human relationship.

(iv) He should be aware of his prejudices specially social prejudices like feeling for Harijans or members of other social groups and be able to control the effect

of his prejudices in his work with the people.

(v) He should be able to command and hold respect and confidence of the public. In short he should be a disciplined individual.

(vi) He should be courteous and gentle, but at the same time firm.

(vii) He must be well informed. His urge for knowledge and information should be unlimited.

(viii) He must be a creative leader. Ordway Tead has defind leadership as "the activity of influencing people to cooperate towards some goals which they come to find desirable".*

In short the social education worker is a fact finder, an analyst, a planner, an interpreter, a stimulator, an organiser a promoter and an educator.

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* Tead, Ordway ; " The Art of Leadership. " Mc Graw Hill & Co.

CHAPTER V

NEED FOR A PLANNED AND COMPLETE TRAINING PROGRAMME

With the gathering of experience and widening of the frontiers of knowledge, the importance of the training in Social Education, could not be underestimated. In early days of human existence, the social organisations were smaller, the communities were compact, problems of life were easy of solution. Skills of working with people were passed on from person to person. With the coming of the industrial civilization the problems of life have complicated many fold. The social organisations are incapable of meeting the evergrowing demands of life. The need to develop new technics in human understanding and human relationship is being increasingly felt. The development of the technics of working satisfactorily with the people require training and discipline.

The emphasis on the planned and complete training programme in social education is of recent origin. Formerly, experience of teaching children in primary and secondary schools was considered adequate for conducting literacy classes for adults. The realisation of higher qualification for the social education workers was brought home to the field by the limited success, rather failures of such efforts. The training of literacy teachers and social education workers began

with the supply of the programme content. The knowledge of giving talks, rather patronising advices; of making wall news sheets, arranging books, periodicals and news papers in libraries and reading rooms etc. was considered adequate for social education workers. The information on the contents of programme also gave limited results. Gradually, the social education centres and literacy classes suffered fall in attendance. The importance of knowing the elements of adult psychology and methods of giving language lessons, organising talks, discussions, debates, lectures, etc. was realised. The workers with certain minimum academic education were selected and given short-term course in adult psychology and methods of organisation. The limitation of such an endeavour was reflected in the limited contents of the programme of social education. After a while the programme of the centre became stereotype. Same type of programme was given week after week. Very little effort was made to create and maintain interests of the participants. The necessity of improving the participation in the centres brought home the importance of bettering the education programme to meet the increasing needs of the adult participants. Gradually the contents of the training courses and proper selection of the workers were increasingly emphasised.

With the introduction of the term "Social" in place of "Adult" the scope of work got enlarged. The need for worker with the higher qualification, knowledge of human understanding and considerable

practical experience of working with the community was realised.

It must be stated that until recently, the training in social education was mainly in-service or on-the--job training. Candidates were selected in terms of their academic qualifications and given training in social education according to the requirements of the employing agencies and departments. This limited approach to training hampered the development of the field of social education. Although the expectation of the agency, as well as the general public, have grown considerably in recent years, the standard of training and its technique have remained at a stand still. Little thought has been given to the educational aspect of training. The standard of training in social education will improve with the increase in our understanding of the technical nature of social education.

Until very recently the work of social education was considered the task of missionaries or propagandists. Similar situation prevails in our understanding of the allied subject of "social work". Mr. Peter R. Lee in his paper on "Social Work, Cause and Function" describes the way in which professional method grows out of the initial lay attempts to meet social problems. He said "Social work begins by some-one seeing the need and setting about providing for it. If it is the neglected child that arouses his sympathy, he makes arrangement for its care. In this phase, the worker is a missionary, a propagandist, arousing his fellowmen to

see a need, and then to join with him to meet it. When the project of caring for neglected children has been established, and there is a permanent personnel, the members of the staff begin to consider critically the methods used in caring for neglected children. It is at this point that social case-work is born. The workers, then and there, change from propagandists to technicians".

Speaking on the way in which the technical knowledge is developed, Mr Lee states "This transitional period may be met and provided for at a certain stage in an agency's development, although it is dependent upon the degree of freedom the full-time personnel of the agency can exercise in a careful examination of the process upon which they are engaged. Some welfare societies never reach the transition; either the agency is not at liberty to examine the validity of its methods, or else it is intellectually incapable of doing so. It may be prevented by tradition or by vested interest from calling its procedure into question".@

Very similar situation exists today in the field of social education. Social education was initiated to meet the social problem of illiteracy in our country. The field was set to provide for this unmet need. Suitable organisations and programme were started to solve the problem, either by private, municipal or State agencies. The Social education worker became a

@Bruno, Frank, Trands in Social Work. p. 278 Columbia University Pran. 1948.

missionary and a propagandist trying to arouse the conscience of his fellow men to see the need and to join with him to meet it. Various methods of trial and error were made use of. Some conscious workers began to examine critically the methods used to eradicate illiteracy among adult population. It was at this point that the technique of social education was born. The worker changed from the missionary and propagandist to a technician.

As has been stated above, this period of transition from the missionaries and propagandists to technicians has as yet not been reached. Most of the social education workers are still missionaries and propagandists. Some of them are experiencing the uncomfortable feeling of remaining missionaries, specially propagandists. Only very few are on their way to become technicians. It is interesting to observe, in some of the meetings of the field workers, the repeated efforts by the field staff asking the administration to classify them as technicians as distinct from the white collar workers. The underlying urge in most of the cases is to get greater recognition and better working conditions. They forget to realise that the process of becoming technicians does not lie in mere naming them as such, but lies in acquiring the necessary technical knowledge of working with human beings and helping them to alter their social habits. This realisation by the worker and the field can alone bring the transition from the missionary to the technician.

The main reason for the field of social education to remain at stand still in the period of transition is the limited experience of the field due to its recent origin and the limited intellectual ability of the workers. The field is too busy organising programme and making propaganda for its own existence rather than evaluating the woefulness and effectiveness of its educational programme. Either most of the workers are too busy with their work to realise the importance of evaluating the method of organisation or are defending their inability, intellectual and otherwise, under the pretence of being busy. What the field needs today most urgently is an honest effort to evaluate the present programme of social education and the methods utilised to meet the educational needs of the adults. This will require self-awareness and self-discipline for objective analysis of one's own work. Only training in attitudes can deliver the goods. Planned and complete training in theory and practice of social education under proper supervision can solve this problem.

CHAPTER VI

RESOURCES FOR THE TRAINING OF WORKERS

The work of social education ranges from that of a literacy teacher for adults to the head of the department of social education. Between these two extremes lie various grades of workers. The worker in-charge of the social education centre, his assistants and his helpers, supervisors of social education centres and extension-service workers play very important part in fulfilling the objectives of social education. The distribution of work, mainly in urban area, is made among various workers according to the requirements of the field. In the rural area, the concept of multi-purpose worker is assuming greater importance in view of the vastness of work and limited resources. The multi-purpose or multi-disciplined worker having wide variety of skills including, in addition to the skill of work for adult education, skills of a health worker, a home economist, a librarian and an agricultural extension agent can serve the rural area with advantage. The use of the multi-purpose worker has been made by the Community Development Project authority and the Extension Service Organisation in recent years in our country.

It remains for the field to realise the limitation of the multi-purpose worker, in view of his limited capacity to acquire knowledge of different

fields and his limited capacity to satisfy the ever-changing and ever multi-plying demands of work. Besides, the limited time energy and facilities available at his disposal, are likely to discourage him after the first phase of his enthusiasm has waned. Although at the present stage of the development of our country, the emphasis is on the improvement of the general standard of living rather than the welfare of individual citizens, the field, with the increased economic resources, will have to turn to different types of workers to meet satisfactorily the needs of individual citizens.

The training for the different categories of workers differ in contents and functions. The training could be divided into two major types. Pre-entry training, academic as well as technical, acquired by the worker before his selection and the in-service training or the post-entry training on the job given to the worker after his selection. The first type of training for fresh candidates is meant to introduce the students to the philosophy and functions of social education and to develop in him proper attitude of work through field experience. This type of training is preventive and could be given by the universities, specially by the teachers training colleges and schools of social work. Due to the lack of such training facilities offered by the universities and training institutes, the adult education associations have to shoulder the responsibilty of providing training in social education for fresh students. The second type of training, the in-service training, is meant, to

orient the worker in specific work of the agency, to give him job-skills and to help him to work efficiently and satisfactorily. This type of training is mainly remedial and should be organised by the employing agencies. In progressive organisations such a training is given to the employed workers to take gradually greater share in determining policies and programme and in evaluating the work of the agencies.

The following study of the available resources for training in social education in our country reveals that most of the training given in the field is remedial. First the worker is selected in view of his academic qualification, his experience of work in other fields and then given training in social education. Even the newly created nation building organisations like the Community Development Project Authority and the Extension Service Organisation have considered it desirable to select candidates from administrative services and to give them six month training in social education. A happy blending of the candidates with administrative experience and those with freshness of vision, enthusiasm and service could have been more advantageous to the development of the rural area.

Existing Sources of Training in Various States.

1. **Assam :**

The education department of the state gives short term training courses to adult education workers in the theory and practice of literacy and

social education in general. Training camp of two to three days are also organised.

2. **Bihar:**

The Education Department of the State organises seminars and conferences for its workers. Teachers, professors, inspecting officers and students participate in these seminars. The department deputes sub-inspectors of schools for further training in social education and social service at Sevagram.

The Sevagram Basic Training institute provides training for multi-purpose rural workers.

There are form training Institutes which provide opportunities for training, in the state.

3. **Bombay:**

The Government of Bombay holds fortnightly training courses for adult education workers in the Training Colleges for the State. Each worker is paid Rs. 20/- per mensum as stipend which he has to refund if he does not make literate at least 10 adults after getting his training.

Similar courses are given by the Regional Social Education Committees which function in the regions of Karnatak, Gujarat and Maharashtra. These regional committees hold training courses according to their individual needs.

Tata Institue of Social Sciences of Bombay provides opportunities for professional training in Social Work. (Refer to Appendix for details of the course.)

Baroda School of Social Work of the M. S. University of Baroda gives similar training in social work.

4. **Madhya Pardesh :**

The State Government holds, every year training courses of social education camp organisers. The Government also organises seminars for training its Administrative officers.

5. **Madras :**

The Government arranges six week training courses from time to time. The Rural Colleges in the State are designed to improve the general and technical knowledge of adults with limited education. (For details refer to Appendix A.) The Government also organises orientation courses in social education and social services for university students for their work in villages during vacation. Recently an institute for training in social services has been opened in Madras.

6. **Orissa :**

The Education Department organises training course of 6 weeks to train selected teachers from high, middle and primary schools, from time to time. These courses are mainly refresher courses.

7. **Punjab :**

Training camps are organised from time to time by the Education Department of the State.

8. **West Bengal :**

Workers are oriented in social education at the training camps organised by the State where a short and intensive training in rural work is given.

9. **Uttar Pradesh :**

Ten days training camps are organised for social education workers in cottage industries, folk arts, agriculture, sanitation, civics, etc. by the Government.

10. **Hyderabad :**

Two week courses in social education are organised by the Government.

11. **Kashmir :**

Ten day training course is given to the Social Education workers by the State Education Department.

12. **Madhya Bharat :**

Social Education has been made a compulsory part of training in the Teachers' Training Schools. Refresher course of 2½ month duration is organised for teachers.

13. **Mysore :**

The Mysore State Adult Education Council organises training courses for literacy teacher and librarians every year. Training camps for teachers are conducted during week-ends in selected villages. Training for adult education supervisors is also given at the Vidyapeeth. Refresher courses for organisers and organising Secretaries are held at the central office of the Council.

Training for rural leaders in the Vidyapeeth at Nanjangad and Hassan are special features of the Council. These Vidyapeeth are residential institutes on the model of the Danish Folk Schools. (For details refer to the Appendix A·)

14. **Pepsu :**

Training camps and regular training courses are arranged for the training of social education workers from time to time by the Government.

15. **Travancore-Cochin :**

Travancore-Cochin Literacy Association organises five week training course for Adult Education workers A training centre established in 1951 gives six month course in social education.

16. **Delhi :**

The Social Education Departments of the Delhi State and the Delhi Municipal Committee organise short-term training courses for their workers according to their needs. Janata College under the auspices of the Directorate of Education provides facilities for training village leaders and workers. (Refer to Appendix — A.)

The Delhi State Adult Education Association organised a training course in social education for fresh candidates for a period of 3 months in 1952.

Delhi School of Social Work provides facilities for the professional training in social work.

Community Development Projects

Training for social education officers and village level workers given by the Community Development Projects

Authority deserves our special consideration. It is an effort to provide training in total requirement of the field. It will however depend on the method utilised in completing the syllabus. The seeds for the training of multi-purpose village workers are laid. This is bound to give good result with the passage of time. Training centres are opened at Santiniketan (West Bengal), Gandhigram (Madras), Allahabad (U. P.), Hyderabad and Nilokheri (Punjab), where Chief Social Education Organisers and Social Education officers are trained for a period ranging from four to six months. (For details refer to the Appendix A.)

OBSERVATIONS

The survey of the available resources for training in social eduation reveals that very limited facilities are provided throughout the country for adequate training. Most of the training given is of the nature of in-service training. Practically no facilities are provided for fresh students. It is for the Universities, specially the institutes of education and schools of social work, to shoulder the responsibility of providing training and research in Social education. Our Universities have not played their part in developing extension service programme for adults. Any training worthy of its name calls for the help of researeh in developing suitable contents and methods. Only Universities, equipped with the necessary facilities for research, can adequately develop suitable training in Social Education.

CHAPTER VII

ORGANISATION OF TRAINING

Training in social education is organised usually by the various Adult Education Associations and the Departments of Social Education. The auspices of the training, the selection of an organiser, the responsibilities and duties of the organiser, the functions of the advisory board, duration of the course, selection of the trainees, contents of the training course, field experience, supervision and evaluation constitute the various important components of the organisation of training.

AUSPICES

When a training course for social education workers is contemplated, the first thing that needs to be settled is the auspices under which the training should be organised. There are five possibilities, a teachers' training institute, a school of social work, an adult education association, a department of social education and a private agency working in the field. As has been already pointed out a training institute in social education would be most qualified to organise such a training course in view of the available personnel. Unfortunately, throughout the country, there is not one such training institute which has taken the responsibility of developing specialized training in social education. Some of the existing teachers training

institutes have introduced one paper in social education for their graduate students. This indeed is very inadequate to qualify oneself for the organisation of social education activities. The schools of social work, specializing in methods of working with people, provide the necessary background to their graduate students to work with the community and its members. They do not however, give specialized training in adult education.

Under the circumstances the responsibility of organising a training course falls on the remaining three organisations, *viz.*, the adult education association, the social education department and the private agency. It is important to note that the primary role of the adult education association is to coordinate the activities of the existing organisations by providing common meeting ground to their workers and to popularise the programme of social education in the city or the state by organising seminars, conferences and by publishing pamphlets, periodicals etc. The primary role of the department of social education of the city or the state, and the private agencies like Idara Talim-o-Taraqqi is to organise and propagate the activities of social education. It often happens that due to the lack of clarification of the primary and secondary role of various agencies the functions are inter-changed. Under the present division of functions, it would be advisable for the Association to coordinate the various activities of social education and to organise training for fresh students and for the Departments and the private agencies to run the activities of social education

and to organise in-service training course for their employees to improve the efficiency of work. The organisation of training for fresh students by the city or state department of social education gives false hope to the students to get employment in the department after the completion of training. It also dislodges the total work of the department and shifts the emphasis from the organisation of the activities and programme of social education to the organisation of training for outsiders. It would be, however, advisable to organise the training for fresh students under the joint auspices of the Adult Education Association and the Department of Social Education, the former providing the organiser for training and the latter providing opportunities for field experience.

Responsibilities of the Organiser.

The success of training course will primarily depend on the planning and organisational ability of the organiser. The selection of a suitable personnel is, therefore, of a primary importance. Either the organising secretary of the association or the officer incharge of the department could be entrusted with this responsibility. It is, however, not desirable to entrust this work to either of these personnel. The work of training requires full time attention as such the person incharge can ill-afford to look after the day to day work of the department or the association. It is therefore, desirable to entrust the work to an assistant official, either of the association or the department, who has the necessary training in organisation and

experience in field work. Experience has shown that the Incharge of the training programme requires:

1. Knowledge of the methods of organisation.
2. Insight in the educational process of the training.
3. Practical experience in organising the activities of Social Education.
4. Ability to work with individuals, groups and communities.
5. Knowledge of the work of supervision.
6. Ability to keep the students together and to inspire in them the desire to utilize the period of training for the development, not only of their knowledge of the activities of social education, but also of their personality.

In short the organiser will require discipline, self-awareness and self-confidence to act as a friend, philosopher and guide of the trainees.

The responsibilities of the organiser will be manifold. He will be called upon to perform the following functions.

(1) To plan the entire training course from the beginning to the end.
(2) To decide upon the method of selecting the students.
(3) To set up principles of work of the training.

(4) To develop syllabus of the course.

(5) To select names of the speakers, lecturers and discussion leaders and help them to understand the requirements of the training course.

(6) To arrange for the placement of the students at the social education centres for practical experience.

(7) To supervise the field work of the students or to arrange for their supervision by trained workers.

(8) To help the students to smoothen their angularities.

(9) To help the students to develop group feeling and to maintain *espirit de corps* throughout the period of training.

In short, the organiser will be called upon to help the students to develop their personality so as to acquire knowledge, ability, capacity, confidence and discipline in their work. The delicacy of handling the problems of human relationship and human adjustment calls for leadership of the highest order. The problem of adjustment are most deluding. Only an artist, with scientific knowledge of human relationship, can handle the problems of adjustment of the fresh students to new responsibilities.

The organiser has one more problem to face. The problem of handling firmly the idiocyncracies of the secretary of the Adult Education Association and

the officer incharge of the Department. He has also to work amicably with the members of the advisory board and take from them as much guidance advice and support that they are capable of giving, without allowing them to dislodge the basic principles of training. This in fact is the most difficult of all work and requires mature handling.

The question that remains to be settled is of the remuneration that such an organiser should get. In country like ours where social education Associations, Departments and private agencies are themselves struggling for their existence, they cannot adequately pay the organiser in terms of his training and experience. The training under these circumstances is either entrusted to a retired worker or a second rate organiser, with the result that the standard of training is affected. This is one major problem that the field of social education has still to solve.

Functions of the Advisory Board

The organiser in-charge of the training needs support, guidance and encouragement in his ardous task. However capable an organiser may be, he needs guidance from other experts in the field. He needs to share his major problems and adjust the programme according to the requirements. He has to guard against any deviation from the basic principles of training and organisation. A properly constituted advisory board may give the necessary support and advice in fulfilling the objectives of training.

The composition of an advisory board or a committee must be carefully worked out. Experts in various fields of education including library science, teachers' training, social work training, basic education etc. should be included on the committee. The organising secretary of the Adult Education Association and the officer in charge of Social Education Department should also be given place on the Committee.

The role of the advisory body will be to advise the organiser in the conduct of the training course. It should meet atleast twice in the beginning of the training to decide upon the contents of the training course and the principles of selecting the fresh students. It should also deliberate on the list of selected speakers, lecturers, and discussion leaders. It may then meet once a month to guage the progress of work and to give guidance to the organiser to solve some of the serious problems that might arise in the day to day working of the training. It should also decide on the methods of measuring the progress of the individual students during the training. At the end of the training course, the advisory committee should help the organiser in selecting the principles of examination and the method of evaluating the progress of the trainees.

The role of the organiser will be that of a secretary to the advisory committee. In fact he has to prepare the agenda of various meetings, write the proceedings and devise ways and means of creating and maintaining interest of the members of the

Committee. Getting advice from such a body of experts and to get strength and support from their advice is an art. Only an experienced worker can make the best use of the available resources on the committee. An inexperienced organiser may lose the confidence of the members and thereby get discouraged.

Duration of the Training Course

The duration of the training course will depend on the kind of training it is expected to give for a particular level of workers. In fact it depends on the requirements of the field. If the field is in need of organisers of department or associations of social education, the training course should not be of less than two years' duration and should be conducted at the post graduate level with advanced training in sociology, education psychology, adult psychology, social economics, social ethics and methods of working with people. For such an advanced training, only the professional schools of social work and institutes of education are qualified to shoulder the responsibility. If the field is in need of the incharge of social education centres, the training must be of six month duration with basic knowledge of sociology, psychology, economic, and intensive field experience in organising the activities of social education. If the field requires assistant workers at the Social Education Centres, a training course of three months will suffice. One month training course for literacy teachers in methods of teaching language and in the methods of informal education has been found useful. There is

no one answer for the duration of these training, various experiments have given varying results.

Selection of the Trainees

The problem of fixing a minimum qualification for the selection of the trainees is difficult to decide. The academic qualifications are not necessarily the correct measure of the personality of the trainees. However some qualification has to be fixed as a minimum requirement. Experience has shown that the minimum academic qualifications for various jobs in the field of social education should be as follows :

NATURE OF JOB.	MINIMUM ACADEMIC QUALIFICATION.
1. An Officer incharge of the Department	Master's degree.
2. A Worker incharge of the Social Education Centre	Bachelor's degree.
3. An Assistant worker at the Centre	Undergraduate.
4. An Helper in the Centre	Matriculate.
5. A literacy teacher	Middle with adequate knowledge of the local language.

In addition to these minimum academic qualifications the candidates to be selected for different posts should have *balanced personality* and *experience* of working with people.

After selecting suitable candidates, necessary training according to the requirements of the field could be profitably given. It would be advisable to select candidates with master's degree in education or social work from a recognised institute for the posts of the officer incharge of the department of social work and his immediate assistants or supervisors. Suitable training for incharge of the social education centre preferably of six month duration for assistant and for helpers of three month duration and for literacy teachers of one month duration be given as suggested above. Training to the student volunteer workers could be of fifteen days and must not be mixed up with the work of the full time workers. The problem of suitable training for the multipurpose rural worker will be considered separately.

CHAPTER VIII

CONTENTS OF THE TRAINING COURSE

The content of the training course in Social Education will depend on the type of work the trainees are expected to perform. Although the content will differ in intensity and understanding for different levels of work, the basic content of social education will remain the same.

Basic content of Social Education

(1) Philosophy of Social Education.

The philosophy of social education should include "what" "how", "why" of social education, its changing concept and its objective and purpose. The worker should be so inspired that his attitudes are conditioned to the objectives and functions of social education.

(2) Educational Psychology.

The knowlege of general psychology including methods of learning, sensation, sensory experience, curiosity, interest, memory, immitation, association, participation. Understanding the emotional development including the devlopment of the physique, the development of the mind, imagination, thinking and reasoning is very essential. Knowledge of the effect of heredity and enviroment on the development of personality will help the worker to understand and interpret the symptomatic behaviours.

Knowledge of adult psychology, and the technique of educational psychology including formal and informal methods, observations, participation, immitation and association should also be given. The importance of Mental Hygiene Movement be stressed.

(3) **Sociology.**

Knowledge of the development of social institutions such as religion, family, marriage, along with the knowledge of the development of man in society will help the worker to understand sociological background of the community and the effect of cultural variation on the life of the individuals.

(4) **History of Adult Education Movement in India and in other Countries.**

(i) Adult Education before Independence.

(ii) Adult Education after Independence.

(iii) Adult Education in India, including the contribution of the various organisations like the Mysore State Adult Education Council, Jamia Millia, Sriniketan (Visva Bharati) Martandam and the State Social Education Departments of Delhi, Madhya Pradesh, West Bengal, Bihar, Bombay, etc.

(iv) Work of the Adult Education Committee of the Central Advisory Board, Ministry of Education, Government of India.

(v) Contribution of the Talim-O-Tarraqqi, Jamia.

(vi) Work of the Indian Adult Education Association.

(vii) Adult Education in other countries such as U.S.S.R. China, Sweden, Denmark, Britain and U.S.A.

(viii) Work of the Fundamental Education Section of the UNESCO.

(5) **Problem of Literacy and its place in Adult Education.**

(i) The present position regarding literacy.

(a) The percentage of literacy in India, in different States; the slow rise in percentage; the time that would be required to achieve cent per cent literacy.

(b) Comparative percentage of literacy in other countries. Their methods of solving the problem. Some outstanding achievements. Unesco pilot projects in Phillipines, Turkey and Mexico.

(c) The different methods used in India to remove illiteracy.

(ii) The magnitude of task before the adult education workers and the inadequacy of the methods so far adopted, including the limitation of the programme of literacy.

(iii) Place of literacy in Social Education.

(6) **Contents of Social Education.**

A. **Social economic system.** System of economic life. System of social life ; Influence of social and economic institutions on the development of personality. Problems of food, shelter and clothing.

B. **Fundamental Education. Development of Skills.**

(i) **Skills of Communication.** Knowledge of the mother language, national language and international language. Language as a vehicle of culture.

(ii) **Vocational Skills.** Study of various vocations and their place in the economy of the community. Problems of vocational training, vocational guidance and vocational placement.

Problems of unemployment.

Education for work-life.

Educational aspect of the economical existence.

(iii) **Health and Hygiene.** Health education — knowledge of and respect for the laws of personal and social health.

Preventive measures including ventitation, disposal drainage.

Common diseases — infectious diseases. Importance of vaccination.

Personal hygiene.

Social hygiene.

Dietetics.

(iv) **Cultural Development.** Process of the development of culture. Assimilation and integration of social customs and mores.

Development of thought, interest and ideas. Contribution of folk songs, folk dances, poetry, bhajans, devotional songs, mushiaras, and kavi sammelans to community life. Use of methods of discussion, study group etc. to develop understanding for social welfare.

(v) **Recreation.** Place of recreation in Social Education for adults, youths and children.

Recreation as a process of socialisation.
Use of free play and organised play.
Use of the technique of working with groups.
Importance of the Play-ground Movement.

7. **General knowledge.**

(i) History of man and his environment. Geographical and historical contributions.

(ii) **Civic Education.** Education for life in Democracy. Relation of the individual to his society. Meaning of citizenship privilege and duties.

Government Organisation — State, Municipality, Distrit Boards, and village Panchayat. Study of the Constitution of India. Importance of adult franchise and its implication. Responsibility of a voter.

(iii) **Fundamental Religions.** Fundamental teachings of religions. Religions and religiosity. Importance of tolerance and appreciation of the religious customs of various social groups.

(iv) **Knowledge of every day life.**

Elementary and useful knowledge about the modern world with special reference to India. Importance of the inter-dependence among various states in India and various countries of the world. Role of the U. N. O. and its various organisations.

(v) Changing trends in the social, economic and political life in India and in other countries.

8. **Education for Parents and Teachers**

(i) Role of the Family.

Role of family in forming social habits in children.

(a) Importance of harmoneous relation between parents and children for a happy family.

(b) Formation of habits through immitation, association and identification.

(c) First lessons in citizenship.

(ii) **Role of play-groups.**

Congenial play groups help to develop personality of the child.

(iii) **Role of the School.**

(a) Importance of social education for teachers.

(b) Use of the curricular and co-curricular activities for helping the children to relate to the life in the community.

(c) Importance of closer cooperation between parents and teachers.

Role of the Parent Teacher Association.

9. **Social Education for Youth.**

(i) **Social Problems of the Youth.**

(a) Importance of the group life during adolescence and young adulthood.

(b) Re-evaluation of social values.

(c) Efforts at independence from adults.

(d) Problems of vocational training and vocational guidance.

(e) Problems of gainful employment.

(f) Relationship with opposite sex and the problem of adjustment.

(g) Selection of life partner and the problems of married life.

(h) Absence of sex-education.

10. **Methods of Organising Activities of Social Education.**

(i) Organisation of groups around interest — interest-centred groups, use of informal, intimate, voluntary groups.

(ii) Methods of attracting participants to the activities.

(iii) Methods of maintaining interest of the participants.

(iv) Direct contact and personal interest. Individual-centred work rather than activity centred work.

(v) Use of democratic methods in the organisation of activities. Representative council.

(vi) Development of functional leadership among the participants.
.. Role of the indigenous leaders.

(vii) Organisation of Educational programme. — talks, lectures, debates, discussions, exhibition etc.

(viii) Organisation of recreational activities with emphasis on education.

(ix) Organisation of outdoor life.

(x) Use of the audio-visual aids in social education.

(xi) Method of survey and the determination of felt and unfelt needs.

(xii) Methods of organisation of camps, education trips etc.

(xiii) Organisation of the functional groups.
Role of the adult workers.
Role of the local leaders.
Role of the participants.

11. **Administrative Organisation.**

(i) Method of keeping administrative records.
Register, Minutes book, weekly reports, etc.

(ii) Methods of handling public funds.
Purchase of equipments, keeping of accounts, Auditing of accounts.

(iii) Method of maintaining good public relation.

(iv) Publicity.
How to plan the publicity of the programme. Use of methods of publicity, like posters, handbills, announcements, personal contacts, films etc.

(v) Methods of evaluating the work of social education,

(vi) Supervision of social education.
—Supervision as an enabling process.

11. **Field Work.**

PRACTICAL WORK

(a) Survey of a small selected area with special reference to one or more of the following.

(i) The population — literate and illiterate adults, the number of children of school going age attending and not attending school — the reasons for non-attendance.

(ii) Educational facilities available in the area, the number of schools and social education centres — local fairs — the bazar days, etc. and the the type of social services that can be organized.

(iii) Conditions of sanitation, drainage, etc. and the possibility of improvement.

(iv) The incidence of diseases — their probable causes—the possibiliy of their removal.

(v) The local arts and crafts — the local crops, agricultural and other marketable products — the raw materials available.

(vi) Local customs and habits.

(vii) How the villagers spend their time during the working season and the off season, the routine time table.

(b) Training in conducting a literacy class at the social Education Centre. Demonstrations of various methods.

(c) Training in conducting discussion groups — popular talks, use of wall news sheets, etc.

(d) Training in the conduct of indoor and out door games.

(e) Singing of bhajans, devotional songs or playing on musical instruments if possible — Organising other recreational activities.

(f) Preparing charts, diagrams, pictures, wall news-sheets etc.

(g) Reading in the library — study of books suitable for adults and study of books on the methodology of adult education.

(h) Training in Crafts.

The question of covering maximum information required for a particular type of work and giving emphasis on particular subjects and methods, provide difficulties in deciding the contents of the training course. Should principles of social education be given first priority over the contents of information imparted to the trainees? Should methods of working with people be given priority over the methods of organisation of social education programme. These are some of the questions which confront the organiser. In fact there is no one answer to any of these questions. Answer will depend on the requirements of the field and the standard of acquisition of the trainees. It is advisable to emphasise the basic principles of social education over the rest of the syllabus. It is believed that once the principles of social education are ingrained in the trainees, the remaining contents could be acquired either in the field or through further reference to textbooks, journals and other publications.

Efforts should be made to inspire the trainees to develop their personality in harmony with the

principles of social education. All the students may not succeed in doing so during the short period of training but those few who could be touched and inspired would certainly inspire others in social education. The emphasis on the method of working with people over the methods of the organisation of programme should also be maintained during the training. The trainees be helped to understand the importance of ascertaining the felt needs of the adult participants and to acquire the ability to respond to these felt-needs in organising the activities of social education. Indeed the trainees would suffer from inadequate knowledge of the details of the educational programme and contents of various talks and lectures on economics, politics, sociology etc. that they would be called upon to give. Once a sound foundation has been laid, the upper structure could be built successfully as and when required. It is impossible to give every information to the trainees that may be required in the field. They could only be helped to know how and where to refer to and get the necessary information.

The basic contents of training in social education should be common for all grades of workers. It will however, differ in details and in emphasis for differenr types of work. Training for the Organiser of social education department should emphasise the administrative and supervisory aspect of work. Training for the social education supervisors should lay greater emphasis on methods of supervision and of understanding and helping the field workers to solve the problems of the field. Both of them should be proficient in field-work and the organisation of social education activities.

Only an efficient practitioner in the field could inspire field workers to do better job. Training for the field workers should emphasise the organisation of educational activities and the work with the masses. The training for literacy workers should lay emphasis on the methods of teaching the given language.

Training for multi-purpose workers in rural area should include the knowledge of rural economy, the agricultural economy and the understanding of the problems of village life. It should emphasise the development of the total life of the village and meeting of the total needs of the villagers. The ability to reach the level of the villagers and to help them to solve the social and economic problems of rural life through education for work-life, should form the major contents of the training course. The course adopted by the Community Development Projects for social education officers and village level workers in rural areas is worthy of consideration. (Refer to Appendix A)

The use of the contents or the syllabus of the training course will depend, to a considerable extent on the ability of the teachers, discussion leaders, supervisors and organisers of the training in imparting knowledge. It also depends on the receptivity of the trainees and their participation in making the training rich and profitable. Training in social education, like all true education, is a two way process between the teachers and the taught. Only active participation and sharing of experience and knowledge can fulfil the objectives of training in social education.

CHAPTER IX

FIELD WORK UNDER SUPERVISION

Supervision could be defined as a process of helping the worker to understand the problems of his work and to devise suitable means to meet these problems. Social Education, involving primarily field work, requires the use of the process of supervision. The old concept of administrative supervision of *sparing the rod and spoiling the worker* has given way to an educational process of helping, rather enabling, the worker to perform his work efficiently and satisfactorily.

The field of social education requires the worker to understand the socio-economic conditions of the community, to know the felt needs of the participants and to plan suitable educational programme. It involves the development of positive relationship with the participants with a view to provide opportunities for the development of their personality. The process of supervision could be profitably utilised by the supervisor for the fulfilment of these responsibilities.

The process of supervision consists of three major components ; counselling, teaching and administration. Counselling aims at encouraging the leader to rely increasingly on his own resources for coping with the situations he has to meet in the field. What is suggested is the kind of counseling which

gives support to the worker when and where required and helps the worker to utilise his latent powers.

Supervision is essentially a form of teaching. The attitude of the teacher in the supervision should not be patronising. It should be the attitude of sharing one's experience and sharing the method of solving the problem. The supervisor because of his knowledge and understanding of himself, of other human beings, of the social situation and of the functions of the agency can guide the worker in developing suitable programme and in securing the cooperation of the participants. As Edward Carpenter has said, the supervisor must be sure that each one of these (trainees) can teach him as much as, probably more than, he can teach them. He goes on to say " *Have you dropped into the bottomless pit from between yourself and them all hallucination of superiority, all flatulence of knowledge ?*" " *Is it equal, is it free as the wind between you ?*" *

This should be the essence of the attitude of the supervisor during the training. The supervisory conference with the worker affords one of the best opportunities for broadening his knowledge of the principles and methods of social education and for increasing his understanding of the process of human relationship with the participants. New ideas take new meaning for the worker when they are considered in direct relation to the specific situation in the field.

*Carpenter, Edward " Towards Democracy."

The problem of administration naturally forms a very important part of supervision. The worker has to be helped to understand the strength and limitation of the agency and to appreciate the difficulties of an administrator. The question of policy, its adoption in practice at the Centre, the coordination of the programme, the maintenance of administrative records and reports need to be discussed with the worker by the supervisor. If the supervisor has succeeded in developing faith of the worker in the policy of the agency, the worker will succeed in fulfilling the objectives of social education.

The field work experience under supervision should form the major part of the training. The trainees should be expected to allot three hours of their daily work throughout the period of training to field experience at the social education centres. The trainees should work under the supervision of a mature worker, who could accept the trainees at their level of development and help and encourage them to understand the problems of the field. Maintenance of detailed records of their daily work showing the process of carrying out the activities and developing relationship with the participants should be considered essential. Suitable system of credits should be adopted for the field work according to the performance, seriousness of purpose, and ability to respond to the guidance of the supervisor. Proper supervision in the field can indeed enrich the contents of training.

CHAPTER X

EVALUATION OF THE TRAINING PROGRAMME

The introduction of the training programme for social education workers is retarded to some extent by the absence of suitable criteria for evaluating its results. There has been very little objective and systematic evaluation of the training programme. In the absence of scientific research, specially in methods of evaluating the programme of social education, the progress is bound to be slow. The field needs to develop suitable projects for research along with the programme of training.

The evaluation of the training programme can be done by three methods. One of these is by means of a before-and after measurement, the second is by means of a control group and the third by the use of a questionnaire. A description of how each of these methods of measurement could be carried out would help in understanding these methods.

Before-and-after method of Measurement

The efficiency of a related group is measured over two equal periods of time, first without the benefit of training and next after the training has been given. Efforts must be made to ensure, as far as possible, exactly identical condition of work. The only

difference to be kept is the lack of training in the first instance and the benefit of training in the second. The length of the trial periods should be long enough to ensure that all normal work conditions are experienced by the workers, and short enough to avoid the danger of additional factors entering in the work. Longer the period, the greater is the danger of dissimilarity of work conditions. Thirty to sixty days may be considered most suitable. The period of training should be kept distinct from the other two periods of before and after testing periods. It is not fair to use the training period as one of these periods.

The result of this method will depend on the ability of the observer to maintain similar work conditions during both the periods of before and after. It will also depend on the ability of the observer to evaluate the performance of the workers. Two important factors should be considered. The attitude of the worker to his work including his regularity, punctuality, system of dividing his time of work ; his attitude to his subordinates and superiors, his ability to take guidance from the supervisory staff and his attitude to the people attending the social education centre. The second emphasis should be on the job-skill., including his ability to make surveys, to maintain records, to organise various educational activities and to maintain the follow-up.

Control Group Method

In the method using a control group, two or more groups may be measured simultaneously. The

control group has no benefit of training. The other group or groups have had the benefit of training. The groups that have the advantage of training may have different amount or types of training. Measurement of these groups that vary in contents and methods would be useful in evaluating how much training is required and what type of training is preferred. In conducting such tests care must be taken to maintain identical conditions and factors in all groups, except for the differences in training.

The use of different groups present the problem of different human traits and abilities of the workers which can never be entirely equalised. This means that this method should only be used by those who have considerable understanding in the process of the development of human personality. The results of this method are indicative rather than final.

The Questionnaire Method

The method of using a questionnaire could be profitably used for testing the worker. The questionnaire should include questions on needs and problems of the work in a given agency. Following questions are presented only to show the types of the questionnaire.

1. How to start a social education centre in rural and urban areas without the help of public funds ?
2. How to organise a community centre to meet the social and economic needs of the people ?

3. How to develop educational programme for work-life of the adults ?

4. How can one improve the programme of social education to increase the participation of the adults in a given Centre ?

5. How to develop the morale in the participants of the specific social education centre.

6. How to improve efficiency of work of the agency without increasing the expenditure ?

7. How to obtain a better relationship between various social education centres and associations in the city ?

8. How to secure cooperation of other agencies, organisations and institutes in a given community for community welfare ?

9. What are the roles of the voluntary, semi-government and government organisations in the field of social education ?

10. How to get the managing members of the employing agency to understand the prevailing problems of the social education Department ?

11. How to make greater use of the supervisory staff in the interest of the centre ?

12. What factors should be considered in the promotion, demotion and removal of the social education workers ?

13. What advantages did the trainees receive from the training ?

14. What kinds of information do the social education workers need in order to understand better their responsibilities ?

15. What items and factors should be considered while appraising the development of the trainees ?

The use of the various problems in the field and asking the trainees to suggest suitable solutions could also be used with advantage.

The use of the questionnaire method suffers from one disadvantage. It does not give proof of the change of attitudes in the workers. Only intellectual development could be tested with reasonable assurance while the development of convictions and principles in the worker could not be measured objectively. Results are only indicative rather than conclusive.

Study of the process of evaluation, either of the work or of the training programme, indicates the need for further research and development. It is hoped that the Social Education workers will realise the importance of scientific research and objective analysis of the training programme in the interest of the field.

Appendix "A"

SELECTED COURSES OF TRAINING IN SOCIAL EDUCATION AND ALLIED SUBJECTS.

Introduction :

A study of the courses adopted by various organisations indicates the prevailing trend of the training of social education workers. Efforts have been made to select few representative courses and append them to the brochure. All these courses have been adopted to suit the existing requirements of the agencies concerned. No common criteria therefore could be adopted for their evaluation. It is for the organising agencies to evaluate their training courses according to their needs. A general plan for the evaluation of the training programme is given in Chapter X.

A. COURSES ADOPTED BY THE UNIVERSITIES AND OTHER TRAINING INSTITUTES.

It has been pointed out earlier that the universities and training institutes in our country have not shouldered the responsibility of providing facilities for training in social education. At present there exist no training institute exclusively devoted to social education. Whereever it is given it is only supplementary to other major subjects.

(1) **Central Institute of Education, Delhi.**

It has two main functions (i) to conduct researches in education and psychology, the findings of which should be of use to the country as a whole and (ii) to offer courses, particularly of an advanced nature, to teachers and other educational personnel.

Courses offered are (a) post-graduate teachers' course leading to the B. Ed. degree (b) higher degree course in education leading to the M. Ed. degrees (c) research degree course in education leading to the Ph. D degree. One course in social education is given as an optional subject.

An outline of the Paper in Social Education includes:

(a) Nature and scope of Social Education ; Functions of Social Education, its place in a national programme.

(b) Psychology of Adult learning. The adult and his mental and emotional traits.

The family and Social set up in India as background to learning, motivation and process of learning.

Participation — retention and application.

(c) Types of adult education experiments in some foreign countries — specially Denmark, Sweden, U.S.A., U.K., China. Brief survey of adult education movement in India.

(d) Methods and organisation of Social Education.

(2) **Schools of Social Work—**

Schools of Social work give professinal training in social work. The training is of two years duration. At present there are three such institutes viz. Tata Institute of Social Sciences, Bombay ; Delhi School of Social Work affiliated to Delhi University and Baroda School of Social Work affiliated to the M.S. University, Baroda. The training given at these institutes is found useful in the field of social education.

The following is taken from the Bulletin of the Tata Institute of Social Sciences:—

PURPOSE:—

The T. I. S. S. is a professionel school for education in social work. Its aims are:—

1. To impart a sound professional education including practical training in field-work to students who desire to work with public and private social service agencies.
2. To prepare sound social thinkers and competent leaders in as many field of social service as possible.
3. To provide social workers opportunities for advanced study and training.
4. To train students in the methodology of social research in order to enable them to undertake independent social investigation and to evaluate and interpret their findings.
5. To integrate professional and cultural training with a constructive philosophy of life.

1. *Pre-Professional Courses.* (i) Introduction to Sociology. (ii) Fields of social work (iii) General Psychology (iv) Social Pathology (v) Social Economics (vi) Social statistics (vii) Social Case Work I. (viii) Social Group Work I. (ix) Psychiatry for social workers I. (x) Medical information.
2. *Basic Courses.* (i) Social Anthropology (ii) Social Psychology. (iii) Social Research (iv) Social Legislation. (v) Community Organisation (vi) Public Welfare Administration. (vii) Indian Industries and working classes. (viii) Social Case Work II. (ix) Social Group Work II. (x) Psychiatry for social workers II.
3. *Concentration Courses.* The areas of concentration. (i) Industrial relations and personnel management (ii) Family and child welfare, (iii) Social work in medical and Pshychiatic settings (iv) Group work and Community Organisation (v) Social Research.
4. Field work.
5. Thesis-project.

3. SOCIAL EDUCATION TRAINING CENTRES AND COLLEGES IN BIHAR

Social education training colleges and centres have two kinds of courses :

(1) Theoretical

(2) Practical

Theoretical

1. Principles of Social Education; History of Social Education; Importance of Social Education in other countries; Various schemes of social education in practice in our country and their progress; Unesco's contribution.
2. Various aspects of social education.
3. Place of drama, music, dance, art and cultural programmes in Social Education.
4. Information about Government agencies and how to organise Social Welfare schemes with their help and co-operation.
5. Psychology -- personal and Mass Psychology of adults. Training methods for adults.
6. Knowledge of the economic situation in rural areas.

   Handicrafts and home crafts, importance of village crafts in the modern machine-age, specially from the point of view of India.
7. Indian Mythology.
8. Elementary knowledge in civics, economics and sociology.
9. Elementary science.
10. Rudiments of Physiology, Health, Hygiene and dietetics, first aid and the fundamentals of treatment, (Homeopathy, Ayurvedic and Nature cure).
11. Knowledge of preparing various registers and reports in connection with the work of Social Education.

12. Knowledge of midwifery, child-care, cooking and other home making arts specially for lady workers.

Practical :

(1) For health and hygiene :

To build trench latrines, Soak pits, urinals, manure pits and to disinfact village wells. To conduct sanitation drives, nursing and treatment of the ailing. To organise playgrounds and gymnasiums.

(2) For Literacy :

To organise libraries, reading rooms and literacy classes. To prepare wall-news sheets, charts and hold fairs, exhibitions etc.

(3) For economic self-sufficiency :

Spinning, use of "Asamesa Kargha" and "Kamar Kargha", soap making, poultry farming, palm gur preparation; bee-hiving, culture of silk worms and other handicrafts suited to the local needs, plantation of trees for fruits and fuel, animal husbandry.

(4) For cultural development.

Prayer, prabhat pheri, cultural programmes (music songs, dances, dramatics, folk songs etc.), community dinners, story telling, speech making.

(5) Organisation of co-operative society and multi-purpose-stores.

(6) Organisation of village panchayats and other Sub-Committees.

(7) Preparation of annual budgets for village development and to put it into actual practice.

(8) To collect village statistics and to arrange for charts and pictures.

4. **Janta College, Delhi.**

The aim of the college is to train promising youngmen from rural areas of Delhi State for the role of local leadership, by giving them training for tackling the problems which they meet in their work. Education is given in civics, health, sanitation, agriculture, animal husbandry, cottage industries and rural crafts. The duration of training is of four to six months.

5. **Rural Colleges in Madras.**

The colleges are designed to improve the general and technical knowledge of adults with limited education. Instruction in regional language is given in History, Geography, Economics, co-operation, Political Science, sanitation and every day sciences. Women are given instructions in the additional subjects of food, nutrition, clothing. home-crafts, mother-craft and the care of the pre-school child.

The duration of the training is of 2 years.

6. **Mysore Vidyapeeth at Nanjangud.**

The training courses include the history of the State, its literature, social economy, religion and ethics,

civics and citizenship, theory of agriculture and animal husbandry and allied subjects, practice and theory of the house-keeping and farm accounts, Panchayat administration etc. The duration of this course is six months.

7. **Andhradesa Library Association.**

Syllabus of training of Social Education Workers

1. Definition of Adult Education.
2. Uses of Adult Education.
3. Psychology of adults.
4. Spread of Literacy
   (a) Reading and writing
   (b) Teaching Methods.
5. Post-literacy programme Reading rooms and Libraries.
6. Adult Education Literature for teachers as well as students.
7. Laws of Library Science.
8. A short history of the Andhradesa Library Association and the South Indian Adult Education Association.
9. Model lessons in teaching the alphabets.

This training is intended mainly for students, librarians and village workers for a period of one week.

B. IN-SERVICE TRAINING.

1. **Bombay City Social Education Committee.**

An intensive course of training teachers and workers for adult (social) education centres is

being organised by the Bombay City Social Education Committee in Bombay. The courses include about 50 lectures and some practical work with demonstration lessons.

Course of studies.

1. History and scope of Adult Education.
2. Community centres.
3. Adult Psychology.
4. Methods of Teaching Adults.
5. Administration of Adult Education.
6. Problem of attendance at the centres.
7. Place of handicrafts, recreation, etc.
8. Labour movement and Adult Education.
9. Topics under social education.
   (a) Health, hygiene and sanitation.
   (b) Co-operation.
   (c) History.
   (d) Geography.
   (e) Science.
   (f) General practical knowledge.
   (g) Civics.

Field Work :

In order to make them acquainted with practical side of adult education, the trainees are required to run literacy classes for adults.

2. Maharashtra Regional Social Education Committee

Training Courses Include :

A. **Introductory :** The handicaps of illiteracy and ignorance. Importance of Social (Adult) Education in our present day life.

B. The historical background :

(a) The present position regarding literacy in India and other countries,

(b) The magnitude of the task before the adult education workers and the inadequacy of the methods so far adopted.

(c) *The Standard of Literacy* :

(d) A broad outline of the literacy movement in other countries.

C. The present position of adult education in India :

I. Scheme of Adult Education drawn up in the Province and by the Centre.

(a) A general idea about the suggestions made by the Adult Education Committee of the Central Advisory Board.

(b) Adult Education in the Bombay Province. The Scheme of Library Organisation.

(c) How Adult Education in other Provinces and States.

II. Some agencies working in the field :

(1) The Indian Adult Education Association —

(2) Bombay Presidency Adult Education Association.

(3) Jamia Millia Delhi Adult Education Association, etc.

D. The Administration of Adult (Social) Education in Bombay Province.

(a) A broad outline of the working of the Regional, District and City Social Education Committee ,

E. The contents of the course for adult education classes.

(a) The old syllabus of Three Rs.

(b) The broader concept of Adult Education as "Social Education". Scope and contents of the syllabus in School Education".

(i) Civics Education.

Some elementary knowledge of local history, geography and Social conditions , faith in the possibility of improving these conditions.

(ii) Health Education.

(iii) Education for communal, national and international harmony.

(iv) Recreational and cultural facilities : their place in Social Education.

(v) Training in simple craft work.

(vi) General knowledge about every-day topics.

(vii) Syllabus in Literacy.

(c) Precautions necessary for making this programme a success.

(d) A bibliography of the source material for dealing with the new aspects of the syllabus.

F. Organisation of the Adult Education work at the Social Education Centres :—

(a) *The Three Stages —*

(i) Provision of Social Education at literacy centres.

(ii) Provision for post-literacy courses.

(iii) Continuation work.

(b) (i) The need for propaganda, the various types and agencies of propaganda.

(ii) Enrolment of adults — creating incentives for them to attend how to win and retain their interest ?

(iii) Organising trips and arranging exhibitions.

(c) Where and when to hold the class — adjustment of the timing according to the local needs — arrangement for light, etc.

(d) Supply of equipment — keeping stock register and accounts.

(e) Proper use of the equipment grant.

(f) The Test — its object — the teachers' attitude to it.

G. **Adult Psychology and Principles of Adult Education:**

(a) Aim of Adult Education : Training for good citizenship, healthy living, culture, and inter-communal harmony.

(b) The importance of understanding adult psychology.

(c) The non-partisan character of adult education.

H. **The methods of imparting literacy to adults :**

The different methods in use — the Laubach method — the word to sentence method — the phonic method — beginning with sound — the visual method use of songs, bhajans and games, the use of blackboard — use of charts and diagrams for imparting literacy as well as social education — possibility of

learning alphabets through games — the place of discussion — use of local material — local libraries — use of text books, reading cards, news sheets — wall charts, single - page books, etc. in adult education classes.

I. Class management :

The daily routine — a model time-table.

J. Practical work :

(a) Survey of a small selected area with special reference to :—

(i) The population — literate and illiterate adults.

(ii) The educational facilities available in the area — the number of schools and social education centres.

(iii) Conditions of sanitation, drainage, etc.

(iv) The incidence of disease.

(v) The local arts and crafts — the local crops and agricultural and other marketable products—the raw materials available.

(vi) Local customs and habits — special features, if any.

(vii) How the villagers spend their time during the working season and the off - season.

(b) Training in actually conducting a literacy class at the Social Education Centre. Demonstrations of various methods.

(c) Training in conducting discussion groups — popular talks, use of news sheets etc.

(d) Training in the conduct of indoor and outdoor games.

(e) Singing Bhajans, etc. or playing on musical instruments if possible — organising other recreational activities.

(f) Preparing charts, diagrams, pictures, wall news-sheets, etc.

(g) Reading in the library — study of books suitable for adults and study of books on the methodology of adult education.

3. **Madhya Pradesh.**

Lectures and Seminars on subjects connected with social Education are arranged and organisation of Social education centres are held. The subjects include Administration of Social Education, methods of teaching and psychological basis of social education, rural husbandry, dairy farming, panchayat administration Cooperative organisation, village housing, rural arts and crafts, village sanitation, forest development, Janpad organisation and international affairs etc.

4. **Travancorc-Cochin.**

Subjects :—

(a) adult psychology and civics,

(b) organisation and techniques of literacy and post-literacy among adults.

(c) Agriculture and animal husbandry, with special reference to food production.

(d) Health and sanitation.

(e) Economics, based on operation.

(f) Cottage industries like spinning, weaving, bleeching, dyeing and printing, bee keeping, poultry farming, tape making, basket making etc.

The duration of the course is 6 months.

C. COURSES ADOPTED BY THE COMMUNITY DEVELOPMENT PROJECTS ADMINISTRATION.

(1) Syllabus of the training centres for social education organizers.

GROUP 1.

Social Sciences.

(Proposed Lecture work hours: 45)

1. Rural society—its structure— Caste system and prejudices.
2. Methods of approach to rural society-individual group, community and mass.
3. History of rural welfare in India—social legislation.
4. Problems of individual, family and community in Indian villages. Special problems of children, youth and women.
5. Principles of social organisation. Techniques of village community and group organization—training for leadership.
6. Aims and objects of social work-methods of social work-case method, group method, community method and mass approach.

7. Social psychology—Rural psychology.
8. Social investigation—methods and techniques of social diagnosis methods of ascertaining felt needs.
9. Methods of establishing sound community relations and communal harmony.
10. Backward classes and tribal people—their problem.
11. Techniques of assessment and evaluation of work-—maintenance of records.

GROUP II.

Rural Economics, Civics and Cooperatives.

(Proposed Lecture work hours: 35)

RURAL ECONOMICS.

1. Indian rural conditions-rural society—its structure and problems.
2. Village economy—The nature of land utilisation, the occupational distribution of population---the standards of living.
3. Land economics—Land tenures and legislation.
4. Rural indebtedness---its causes and cure---Debt legislation.
5. Agricultural unemployment and under-employment. Village crafts and cottage industries.
6. The five year plan---various development programmes in operation, Rural planning

COOPERATIVES.

7. Principles of cooperation – its economic and social significance.
8. Various types of cooperative activities, multi—purpose cooperatives—Cooperative farming.

CIVICS.

9. Elements of civics.
10. Meaning of citizenship—Developing qualities of democratic citizenship.
11. Our country and our Government. Indian constitution and administrative set up from village to centre.
12. Village administration—Gram panchayat and other institutions.
13. Leading political, social and cultural organisations in the country—their objectives and methods.

GROUP III.

Village Extension Services.

(Proposed Lecture work hours: 35)

1. Village extension service—Principles, techniques and methods.
2. History and progress of rural extension programme in U.S.A., Mexico, China, etc.
3. History and progress of village extension services in India with special reference to Gandhian constructive programme.
4. Improved agricultural methods and techniques with special reference to Indian village conditions.
5. Animal husbandry and veterinary.
6. Public health – its modern conception—environmental hygiene, personal hygiene.
7. Rural sanitation and water supply.

8. Improvement of housing—general layout of the village.
9. Utilization and disposal of rubbish, night soil, urine and house waste water.
10. Rural medical relief and anti—epidemic measures.
11. School hygiene and health education.
12. Diet and nutrition—balanced diet—care and preservation of food and drinks.
13. Maternity and child welfare— Family planning.
14. Care of the physically handicapped.
15. Preparation of key point talks, on subjects like hot weather cultivation, wet cultivation, soil conservation, manures, mixed cropping, improved seeds, vegetable and fruit growing and on health and hygiene.
16. Utilization of available facilities and services.

GROUP IV.

(Social Education & Allied subjects)

(Proposed lecture work hours— 60.)

1. Social Education, the new concept—its aim meaning and content.
2. Methods and techniques of social education —Administrative set up—personnel and agencies.
3. Community Development Projects - Aims and objects—Their organisational set up.
4. Role of village level workers, social education organisers and Chief Social Education Organizers.
5. Plan of work – Effective supervision of social education work.

6. Organisation of administrative machinery of social education—Preparation of annual programmes, maintenance of records and accounts.
7. Planning and conducting village surveys.
8. Techniques and methods of promoting villagers' participation.
9. Elements of Adult Psychology and child psychology.
10. Organisation of literacy classes—methods of literacy.
11. Citizenship training — teaching of health and hygiene—Everyday science—Learning by doing and activity methods—Dignity of labour.
12. Organisation of follow up activities with a view to prevent relapse into illiteracy and ignorance.
13. Audio visual aids—Use of instruments like magic lantern, film strip projector, film projector, epidioscope, gramophone and other aids - Preparation of visual aids.
14. Organisation of leisure time activities.
15. Organisation of recreational and cultural activities like dramas, kathas, kirtans, bhajans, folk songs, folk dances etc.
16. Organisation of Physical welfare activities—like games, sports, akharas, mass drills, trips or excursions.
17. Methods of organising and promoting village social activities, festivals and fairs. Starting child welfare, youth welfare and women's welfare movement.

18. Creation and development of sound public opinion by group discussions and other means.
19. Village Library Service — Creating interest in reading and writing.
20. Setting up community centres — Organization, administration and functions of a community centre—Programme planning and evaluation.
21. Refresher courses and short-term training for school teachers and Village Level Workers.
22. Management of village Radio set and organization of listening groups.
23. Techniques of Publicity and demonstrations for rural areas.

GROUP V.

Religion, History and Culture

(Proposed lecture work hours: — 20)

1. Rural life, culture, customs and manners.
2. Village superstitions and taboos.
3. Brief outline of history of Indian culture.
4. Brief outline of Indian History and its interpretation.
5. Role of religion in community life.
6. Comparative religion — Unity of fundamental conceptions.
7. Religious festivals, their original significance and reorientation and reorganisation—Their cultural values.
8. Importance of character and moral standards in village work.
9. Development of aesthetic sense.

Practical Work in the Village

TENTATIVE LIST

1. *Community work :* e. g. roads including drainage for them, removal of stagnant water, and water tryacinth. Introduction of bore-hole or trench latrines.
2. Studying "Vrativalak" organization and working with them.
3. Attempt to develop "Vrativalak" organization.
4. Study "Yuvosangh" organization and working with them.
5. Running community centres.
6. Attempts to develop Community Centres for women.
7. Running Adult Literacy classes.
8. Work for baby and child care.
9. Organize at least one cultural function with the villagers.
10. Organize at least one sports meet.
11. Organize at least one exhibition.
12. Work among the school parents.
13. Carry out a Social survey with emphasis towards educational, social and cultural side.
14. Opinion research.
15. Dig compost pits in cooperation with villagers. Develop the movement for planning agricultural activities.
16. Work with village Panchayats.
17. Attempt to organise village library and reading room.

18. Work with the Rural-medicine service.
19. Attempt at organizing co-operative activities in the village.

2. Extension Training Centre, Batala, Punjab

The course in Adult Education includes :—

Theory.

1. Adult and child psychology.
2. Development of human personality from childhood to adolescence in relation to education.
3. Different methods adopted for educating the adult in this country and elsewhere.
4. Chorus key word method.
5. Education and literacy.

Practical.

1. Organizing a library-cum-social centre in the village.
2. Practice in surveying one village.
3. The working of adult education centre in a village.
4. Visit to a primary school and requirement for opening such a school (Basic schools.)
5. Demonstration and practice in Adult Education.

Villagers' Participation and Social Education.

Theory.

1. Social Education. Its meaning and objectives.
2. Society, Social behaviour, society and environment, social origins.

3. Rural Psychology — factor determining it.
4. Rural life and culture.
5. Rural Prejudices and the way out.
6. Rural Social Institutions :—
   (a) Marriage and Family. (b) Education.
   (c) Religion and Caste, (d) Property.
7. Rural social problems and the control of rural society.
8. Felt needs of the people : methods of finding them out.
9. Social laws, customs, social crimes and punishments.
10. Right use of leisure.
11. Methods of approach to a villager :—
    (a) Individual approach.
    (b) Group approach.
    (c) Community approach.
12. Principles and methods of widening villagers' horizon :—
    (a) Demonstration.
    (b) Sight seeing.
    (c) Rural institutions.
    (d) Film programmes.
    (e) Radio and gramophone.
    (f) One act plays.
    (g) Meetings.
    (h) Group discussions.
    (i) Mass publicity
    (j) Competition.

13. Methods of enlisting villagers' willing cooperation.
    (a) Democratic alliance.
    (b) Cultural traditions.
    (c) Recitations, Bhajans and Kirtans.
    (d) Participation in feasts, fairs and festivals.
14. Village Level Worker — his qualities — difficulties in his way and how to overcome them in the sphere of social education.

PRACTICAL

1. Social service : Service to the poor and the needy.
2. Recreation : Drama, music, folk songs.
3. Social and group activities. Organisation of excursions and picnics.
4. Physical activities : Organization of some of the English and Indian Games :—
5. Preparation of key point lessons for explaining important item to be carried out by field worker and their importance.

(3) Pilot Training-Cum-Development Project Extension Training Centre — Mysore.

Social Education

1. Problems of rural India in Education.

Primary and Adult. Problem of compulsory education.

Education of girls — Adult literacy and the problem of holding interest during the literacy course —Library service — Social Education programme.

2. Sociological problems.

Caste system, patterns of rural life — rural customs — want of scientific approach to problems of family and village life. Methods of approach, by giving information, by demonstration and by participation in individual, group and community activities.

3. Determining the felt needs.

Methods of educational survey and practical experience of survey of villages.

4. Problem of making Adults literate.

(a) Discussion of Adult and Child psychology— Practical knowledge of organising and running Literacy classes.

(b) Methods of teaching illiterates. Demonstration of the picture word method — The Laubach method — the chorus — Key word method and the sentence method — the advantages and disadvantages of the above methods. Practical knowledge of teaching an illiterate—the various stages in teaching the illiterate.

(c) Preparation of material for Adult Education. Practice in preparing charts, posters, folders and follow-up booklets.

5. Organisation of Libraries and community (social education) Centres.

(a) Practical knowledge of approach to communities, starting and working of rural libraries and selection of leaders, programming of social Education activities.

6. Creating and promoting villagers' co-operation in community activities by methods of :

   (1) Organisation of Fairs.
   (2) Enactment of Dramas.
   (3) Arrangement for Sight seeing trips.
   (4) Group discussions and meetings.
   (5) Games and healthy competitions.
   (6) Organisation of village festivals.

7. Publicity and propaganda by means of :

   (a) Story telling.
   (b) Collection of folk proverbs.
   (c) Preparation of Visual Education charts.
   (d) Operating the projector and giving a running commentary.
   (e) Actual participation in folk dances and folk dramas.
   (f) Writing of articles, taking of photographs, and
   (g) participation in group and community activities.

(4) Village Level Worker's Training Centre-Orissa

Education

1. **Home and Community Life---**

   (a) How to make the home secure, comfortable and livable.
   (b) Rural life, customs and manners.
   (c) people and their immediate needs.
   (d) Relation of individual to home, community, society and state.

(e) Child rearing, marriage, education—budget--making.

(f) Social aspects of living (Festivals, fairs, feasts, etc.)

(g) methods of enlisting villagers' co--operation.

2. **Literacy and Cultural activities—**

(a) Literacy in India in comparison with the neighbouring countries, general survey and progress.

(b) Social education in relation to literacy—

(c) Adult psychology (poverty, ignorance and superstition).

(d) Child psychology.

(e) Comparative study between (c) and (d).

(f) Mass psychology—Technique of approach
Individual approach.
Group approach.
Community approach.

(g) Modification of behaviour.

(h) Instincts and Emotions — Methods of sublimation.

(i) Methods of ascertaining 'Felt needs' of villagers.

(j) Dr. Laubach's method (theory and practice)

(k) Follow-up literature of the neo—literates.

(l) Principles of Basic Education and correlation.

3. **Citizenship and international goodwill—**

(a) Fundamental right of an individual in a democratic State.

(b) Principles of democracy, legislative, executive and judicial set-up.

(c) Group leadership.

(d) Organisation of community service squads

(e) Centre as a democratic unit—Discharging its ideal functions.

(f) Experience of workers in other countries-Specific approach of rural people (Discussion in groups)

4. **Recreation (wise use of leisure)—**

(a) Off season—Occupations in Indian villages.

(b) Organization of dramatic clubs, sports — indigenous, games—hobbies, handicrafts.

(c) Small village libraries—easy reading materials —newspapers—magazines—picture books—life history of Indian heroes—Religious literature, etc.

(d) Methods of widening villagers' horizon—Indian feasts, festivals, fair and its integration to the programme, domestic alliance, cultural traditions, rural institutions, sight-seeing, film programme, news-letter, radio, mass publicity, one act plays, recitations, Bhajans, keertans, group discussions, meetings, competitions.

5. **Character—**

(a) Village politics, its evil effects, elimination of pride, prejudice, malice, etc., litigation.

(b) Tolerance and patience.

(c) Spontaneous evolution of goodwil and inter-dependence in society by co-operation.

(d) Faith and sincerity (a personal factor).

(e) Mobilisation of the greatest moral force—Integrity of character.

6. **Project Propaganda** — Methods of improving Socio-Religious conditions in rural areas—

(a) Continuous interpretation of the programme

(b) Audio visual aids — Posters — Charts — Maps—Medals—Magic lantern and slides—Film-show-Epidiascope — Records — Radio Talks. Sensory Education through the eye and the ear.

(c) Display of photographs of activities at different centres through mobile Squads.

(d) Realisation of Visual impression in the centre.

5. Extension Training Centre — Trivandrum (Ford Foundation Scheme.)

Adult Education

1. Concept of adult Education.
2. Importance of Adult Education.
3. Content of Adult Education.
    (i) Adult Literacy
    (ii) Social Education.

4. Adult psychology — fundamental differences between children and adults — practical illustrations — application for the evolution of suitable methods for adult Education.

5. Adult Literacy.

(i) Present position in the State.

(ii) Difficulties and methods to overcome them.

(iii) Need to link up literacy with other developmental activities.

(iv) The class room and the individual teaching methods.

(v) Teaching aids—Charts and Primers.

(vi) Continuation literature.

(vii) Fixing of targets—

(a) Literacy standard.

(b) Results of Literacy efforts.

6. **Social Education**--meaning, education to improve Social efficiency.

(i) Education for Economic development through agricultural improvement, vocational training, cottage industries, and Co-operative organisation.

(ii) Education for improvement of personal and community hygiene and rural sanitation.

(iii) Education for democratic citizenship.

(iv) Education for cultural uplift.

(v) Education for useful employment of leisure.

7. **Methods and technique in Social Education.**

(i) The unsuitability of class room methods.

(ii) Community Centres — a suitable agency for social education — organisation of community centres.

(iii) Education through programmes and activities—How to plan.

(iv) Need for demonstrations. Use of audio-visual aids.

Practical

1. How to prepare word lists, playlets, news-sheets charts, primers. continuation literature and other teaching aids.
2. How to teach an adult literacy class, handle audio-visual instruments, conduct a Socio-economic survey, and discussion groups.
3. How to organise a library, social service league and youth clubs, literacy weeks, educational exhibitions, and educational caravan.

Appendix—B.

BOOKS FOR EASY REFERENCE

General.

Bruno, Frank J. *Trends in Social Work.* Columbia University Press, New York.

Colcord Joanna C; *Your Community.* Russell Sage Foundation, New York.

Morse, Fritz M. (Edited) *Elements of Public Administration* Perentic Hall, Inc. New York. 1946.

Tead, Ordway; *The art of Leadership.* Mc. Graw Hill Book Co. Inc. New York, Toronte, London 1935.

Adult Education in Mysore. Mysore State Adult Education Council, Krishnamurthipuram, Mysore, 1949.

Social Education in Bihar. Deputy Director of Social Education, Bihar 1952.

Teachers' Handbook of Social Education. Ministry of Education, Government of India.

Orientation and Training Course for Project Executive Officers at Nilokheri issued by the Community Projects Administration, Planning Commission, Government of India. 1952.

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